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ABSTRACT

The National School-to-Work Office in collaboration with the National Association for Gifted Children, the Council for Exceptional Children, the Association for the Gifted, and the Council of State Directors of Programs for the Gifted have identified 11 gifted education/school-to-work (GT/STW) models that are either best practices or unique approaches. This report provides an overview of one of the best practice models: the Barrington's Schoolwide Enrichment Program in Rhode Island. At Barrington Middle School, high ability and motivated students can choose accelerated enrichment courses in applied math, law, history, community service, and teaching, which are designed to introduce them to career opportunities through exposure to professionals and independent research. The school has collaborated with area institutions of higher learning, other schools, government, community organizations, and parents. Professionals and faculty serve as resource persons, mentors, and instructors. In one enrichment course available, "Applying Math through Engineering," students meet Brown University engineering professors and can explore electrical, civil, mechanical, and materials engineering in hands-on workshops. The information packet includes an overview of the program, a description of the enrichment courses, project information for parents, and articles on the success of the program. (CR)

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Gifted Education/School-to-Work Models: Best Practices and Unique Approaches. Barrington (Rhode Island) School Wide Enrichment Program.

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EC 308134

Gifted Education/School-to-Work Models: Best Practices and Unique Approaches

The National School-to-Work Office has been collaborating with the National Association for Gifted Children, The Council for Exceptional Children, The Association for the Gifted, and the Council of State Directors of Programs for the Gifted on a national effort to identify exemplary Gifted Education/School-to-Work (STW) models. Our purpose has been to forge new relationships between the STW and gifted education communities around common and critical goals: teaching rigorous and relevant academic skills, identifying and developing talent, and guiding career development. We believe sharing these practices will expand learning opportunities for all learners by building an even richer and more inclusive STW system, and by "raising the bar" on learning and teaching for all students.

We use the term "gifted and talented," which is broader than "academically talented" (used in the School-to-Work Opportunities Act), because state definitions of giftedness mostly use some variation of the current federal definition, which is (1988 Jacob K. Javits Gifted and Talented Students Education Act):

> *Children and youth who give evidence of high performance capability in areas such as intellectual, creative, artistic or leadership capacity, or in specific academic fields, and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities.*

Last year, letters were sent to state-level STW and gifted education directors and association leaders to help identify gifted education models that also exemplify STW. Submissions were also requested on all gifted education Listservs. We received 23 competitive submissions.

A technical review process was used to ensure that all submissions were thoroughly and impartially evaluated. An outside review panel was assembled which comprised experts in gifted education and STW. Their experience included state gifted education and STW leadership, local STW program evaluation, and post-secondary gifted education research. All submissions were evaluated according to criteria consistent with guidelines made available to all applicants.

Five **Best Practices** and six **Unique Approaches** were selected by the panel. The designation "Best Gifted Education/STW Practice" signifies excellent progress in implementing a comprehensive STW system that challenges high achieving/gifted and talented students. The designation "Unique Gifted Education/STW Approach" recognizes a unique program element. Unique Approaches did not present all key components of a comprehensive STW system (school-based, work-based, and connecting activities), or provide sufficient information about how gifted and talented students are served.

Programs evaluated as very strong:

- specifically serve gifted and talented students;

• demonstrate a school-based learning component that supports and builds on a work-based learning component, and provide students with high level academic and technical skills and opportunities for career exploration and guidance;

• demonstrate a work-based learning component connected to academic classroom learning, and prepare students for the diverse skills needed in today's high-performance workplaces;

• present connecting activities that build and maintain linkages between students, educators, the workplace, parents, and others in the community;

• provide evidence about effectiveness, including indicators that it could be replicated in diverse settings throughout the country; and

• address identified priorities such as strategies to: improve math and science achievement, serve gifted students in rural and urban areas, enhance middle school achievement, and promote linkages with institutions of higher learning.

A brief description of one of the 6 **Unique Approaches** follows:

BARRINGTON'S SCHOOLWIDE ENRICHMENT PROGRAM (RHODE ISLAND): *Unique Approach: Linkages with Brown, Johnson and Wales, and Roger Williams Universities.* At Barrington Middle School, high ability and motivated students can choose accelerated enrichment courses in applied math, law, history, community service, and teaching, which are designed to introduce them to career opportunities through exposure to professionals and independent research. The school has collaborated with area institutions of higher learning, other schools, government, community organizations, and parents. Professionals and faculty serve as resource persons, mentors, and instructors. Students in the Applying Math Through Engineering course meet Brown engineering professors and can explore electrical, civil, mechanical, and materials engineering in hands-on workshops.

CONTACT INFORMATION

Mr. Richard Wheeler, Principal, Barrington Middle School, 261 Middle School Highway, Barrington, RI 02806, (401) 247-3160.

Barrington Schoolwide Enrichment Model

The enrichment program at Barrin

- have a high interest in the subject area;
- are willing to work hard;
- are highly motivated.

Students need to:

- fill out an application;
- receive written permission from at least one academic teacher;
- receive written parental approval;
- signs a contract that he/she will be responsible for missed assignments and making-up work;
- keep grades at C or above, unless approval is given by the student's cluster or if the student has been recommended by a teacher.

In keeping with the district's commitment of meeting the academic needs of all students, Barrington Schoolwide Enrichment Model, under the umbrella of Joseph Renzulli's Schoolwide Enrichment Model, provides enrichment services for students in grades 6-8. At the middle school, it is a multi-age program. Barrington Schoolwide Enrichment Model offers services for all students, with a strong commitment to meeting the needs of high-end learners whose intellectual capacity, rate of learning, and potential for creative contributions demand experiences apart from the regular curriculum.

The enrichment program, at the middle school aims to provide the necessary challenge both within the regular classroom and in a resource room setting to insure that students are motivated, interested, and encouraged to work at a level which will challenge and stimulate them. The enrichment specialist:

- works with students in a pull-out program;
- team teaches with clusters or individual teachers;
- provides motivational workshops;
- makes teachers, parents, and students aware of local, state, and national, academic and art competitions;
- serves as a resource person for the school community.

The program is committed to the belief that each child is an individual with boundless potential. This commitment requires that each child have guidance in discovering, developing, and realizing his potential as an individual and as a member of society.

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Barrington Schoolwide Enrichment Model

Barrington Schoolwide Enrichment Model is a program designed to supplement the standard course materials with focused courses and integrated team teaching projects.

More About Us

Programs

Bulletin Board

Resources

Comments

To reach us, send email to Donna Viveiros

website

Barrington Middle School

261 Middle Highway, Barrington, RI 02806

TEL: 401-247-3160

FAX: 401-247-3164

April 15, 1998

This report was done very quickly. I provided an overview of the enrichment program along with pictures, newspaper articles, and documents. The program is in constant flux. What works I keep, what doesn't I try to revise or if need be eliminate. This is the third year of the enrichment program at the middle school and I am finally moving beyond the beginning phases of the program. My vision for the program is still in the future. Each year, I implement a new aspect. For example, prior to this year I worked with classroom teachers and clusters, but I hadn't worked with any of the specialists. This year, I began working with Donna Sherman our human resource teacher. Every eight weeks Donna has students assigned to her cooking class. On Fridays, Chef Robin works with Donna's students giving a workshop in Culinary Arts. The course is open to all students in the school who fill out an application. They join in with the regularly assigned class. The numbers of students attending the culinary arts workshop is growing because many of Donna's students are filling out applications to continue after their eight weeks of assigned cooking is finished.

Next year, I am planning to add two new components to the program. The first will be to team with a health and a guidance teacher for a series of hands-on workshops given by professionals in health and medicine allowing students the opportunity to work with and learn about health and medical careers. The second is job shadowing. I would like to provide the opportunity for Junior Teachers to shadow elementary teachers.

Please note, that many of the older pieces of written material bear the title Project Advance. As of January, the title Project Advance is no longer used. It is **important** that this program title **not** be used. The new title is "Barrington's Schoolwide Enrichment Program."

I hope the Enrichment Program at Barrington Middle will spark ideas and conversations that will advance learning opportunities for students.

Sincerely yours,

Donna M. Viveiros

Donna M. Viveiros

Enrichment Courses - Barrington Middle School
Fall 1997

Writers' Circle - Students interested in writing, will enjoy this workshop. Using advance level materials, such as the Johns Hopkins Writing Program, students will strengthen their writing skills and strategies, as they work together to write, edit, and critique. This course is for a student who enjoys writing and sharing. **(Mondays, Period 2 & 3)**

Independent Study (Type III) - This program is open to students who may wish to further their knowledge or investigate an area of interest. Whenever possible, a mentor or an expert in the field will be sought to assist the student. A product that will be shared with a larger audience will culminate the study. (One period, **(Wednesdays, Period 3)**

Junior Teacher Program - This course is designed for students interested in working with young children. Students will research early childhood development and devise age appropriate lessons. They will implement the lessons with youngsters at the Red Brick Nursery School. Each big student will be assigned a little student. Junior teachers will be responsible for keeping a journal and writing lesson plans. **(Thursdays, Period 4. Every other Thursday, Field Study at Red Brick, Periods 4 & 5)**

Mock Trial - Students will enjoy learning and experiencing the law and court system. Mock trial tournaments, held in real courtroom before a Rhode Island judge, add to the fun and provide a deeper understanding of the American legal system. This program will start later in the Fall when the case is released. There is a fee for this course for registration and buses needed to get to the two tournaments.**(The case will be released in the late Fall. Class meeting day and time to be announced.)**

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Enrichment Courses - Barrington Middle School
Fall 1997

Applying Math - An Engineering Course
This course is for students that have shown a proficiency in math, equivalent tc one or more levels above grade. Students will be working with engineering professors from Brown University. Last year's program was interesting, challenging, and lots of fun for students as they participated in a hands-on program. The engineering labs were outstanding! (Day & time to be announced)

Applying Math - A Course in Architecture
This course will involve designing a room at Barrington Middle School. It is presently underconstrucation. Registration for this course will be later in the school year. If you have a strong interest in taking this course, please let Mrs. Viveiros know, so I can put you on the invitation list. Pre-requiste participation in lst year's Applying Math Course or by invitation.

Dabbling in the Arts - local artists will come in to share their skills and crafts. The first workshop is culinary arts with Robin Schmitz. Mrs. Schmitz has won numerous culinary awards and has been featured on local television in Norfolk, VA. She will be assisted by Mrs. Sherman and Mrs. Viveiros. Other Dabbling in the Arts workshops will be offered throughout the year and will be announced. Please note that a small charge for materials may be necessary, depending on the course. **(Friday Periods 2 & 3. There will be a small fee for materials)**

Here Lies the History of the Past II- Last year, this course was so great that we decided to offer it again! This time we will select a Barrington/Swansea resident that died around the time of the American Revolution. We will be using Barrington's cemeteries and town records to unearth facts about this early history of the people of our town. We will also learn about graveyard history and the importance of perserving our outdoor museums. The role of the Native American in this region will also be studied. **If you love history, visiting old cemeteries, and have a curious nature you will enjoy this course.** We will again be teaming with several other middle schools in RI. Each town will be researching their person. We will meet for field studies, guest speakers, and sharing our research. Join us and have fun learning about the history of your town and state! **(Tuesdays, Periods 1 & 2)**

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Literature Circle- Do you enjoy reading? Come join the literature circle. We plan on having lively round table conversations. Come read and share your thoughts and opinions. **(Mondays, Period 7)**

Genealogy - In this course, you will learn how to research your family tree, and gain an understanding of the history of your ancestors and the times they lived. Guests will include professional genealogists who will provide insightful research information. This course not only offers a broad range of materials and skill development, but also an indepth knowledge of researching techniques along with the opportunity to practice these skills. **(Day & time to be announced)**

Math Challenger - Sue Story will be the coaching this class for high ability sixth grade math students. Last year, students in this course one first place in the RI Designer Math Competition. Mrs. Viveiros will be working with Mrs. Story in providing the sixth grade students with challenging math problems and preparing for competitions.
Day and period to be announced.

Webmasters- Are you a computer wiz or would you like to be? Then this course is for you. It is a technology course that will provide you with the needed skills to set-up a webpage. Students in this course will form a cadre of Barrington Middle School webmasters. They will get to practice their skills as they share their expertice with teachers and students. Come join us and learn to be a webmaster. (Beginning date is to be announced when my classroom is wired for the net)

Newspaper Club- Mondays 2:05 P.M. - 3:15 P.M.
New staff needed! Last year's newspaper staff is now at the high school. Come and the school Newspaper Club and . We need writers, reporters, editors, publishers, artists and .

January 16, 1998

Dear Parents,

Our trip to the Watson Cemetery and the Preservation Society was very successful. We found a lot of information on the Watson family. You might want to visit the cemetery with your young researcher. We didn't have enough time to gather all the information that was on the stones. We did find that the Watson family was wealthy and well respected. They owned a large piece of land and owned slaves.

If you would like to assist in the researching with your youngster, perhaps you might plan a visit to the town hall. We need to research the deed at the town hall to find out who originally purchased the farm land, from whom did they purchase it, and for how much money?

Since I only meet once a week with the students, it would be a wonderful if parents would join in the research! We have so many research questions to answer. The students are discovering what life was like when Matthew Watson lived. They are researching:

- the Revolutionary War and its effects in the area
- town laws and politics of the times
- role of religion in the life of the townspeople
- medicine and illnesses of the1700's
- style of dress (fashion)
- Barrington businesses and economics
- style of homes
- historical cemeteries and the stories they tell
- who were the gravestone carvers
- what do the symbols on the stones mean
- what life was like for the Native Americans in the area

See other side please :)

I have hired a mini van. We will leave school at 10:30 a.m. on Jan. 21. We will make a stop at a fast food restaurant for a quick lunch, and proceed to the Burial Ground/RWU to meet with Mr. Sterling at 12:00 p.m. The tour/workshop is scheduled for 45 - minutes. We will be back in time for dismissal. You are most welcome to join us. If there is room on the van you can ride with us, if not parents can carpool.

Would you please read and sign the permission slip and the bottom of this letter and return it to me as soon as possible?

Cordially yours,

Donna M. Viveiros

Patricia C. Rochford

Patricia Rochford

P.S.
If you have expertise in Early American History, genealogy, gravestone studies, or Native Americans, and would like to serve as a research person or share your knowledge with the students, please let me know.

I give my permission for my child to be videotaped_____

If there is media coverage for an activity, my youngster can be

photographed _____

If the name is not included, my child's picture can be posted on the

school webpage_____

I would like to go with you on Jan. 21 _____

Ideas or comments:

Donna M. Viveiros
Enrichment Specialist

Overview Enrichment Program - 1997-98 School Year

Role of the Enrichment Specialist

Ground Work

As an Enrichment Specialist, during the first eight weeks of each new school year, I am engaged in providing indirect services, such as the Johns Hopkins testing. Besides providing indirect services to students, I must do the necessary ground work needed to provide a successful enrichment program that will meet the needs of the students at Barrington Middle School. This includes, but is not limited to: meeting with teachers and parents; writing curriculum; finding and meeting with mentors; scheduling; networking with other gifted and talented teachers; finding information and resources for teachers; writing and copying application forms; meeting with all the students in the school to explain the program; writing acceptance letters; and providing teachers with student lists and schedules. Direct services begins in late October.

Team Teaching

Working with high ability students, by expanding on the curriculum of the classroom teacher is a major goal of the enrichment program. For example, I've teamed with a seventh grade science teacher. Together we worked with the students on an ecological study of a nearby pond and on a forensic science unit. I have also teamed with social studies and language arts teachers. On occasion, I have worked with a cluster on a thematic unit. Working with classroom teachers, I can provide a differentiated curriculum to serve the needs of the high ability students in the classroom. I can also model teach by demonstrating ways to differentiate curriculum for high-end learners.

Model Teaching

Model teaching is important. I have and will continue to give workshops for teachers on inventing, writing, social studies, and marketing.

Johns Hopkins

A great deal of time is spent going through each student's record to find out who is eligible for Johns Hopkins' Testing; along with writing letters to parents, making information packets for eligible students, writing letters of identification for those students taking the test, and fielding parent phone calls regarding the tests.

Grant Writing

Many of the enrichment courses need funding. Last year I wrote several grants. A historical graveyard conference was funded by grants from the Barrington community. I also received a grant from the Barrington Foundation for a scanner which will be put to good use. This is the third grant I've received from the Foundation.

Direct Services

Educational research shows that middle school students do not like to be singled out or judged differently by their peers. Gifted programs are often abandoned at the middle school level due to low student interest. In order to attract high ability students into the program, I offer the following:

* a selection of high interest courses
* a volunteer application process
* a program overview presented to all middle students and teachers
* an open program for all interested students

* a change in terminology, "enrichment" replacing "gifted"
* a "school to work" design

I realized choice has been the key to the success of the program. Students apply because they have an interest in the course. The only requirements of the students are: a high interest in the subject of the course, a willingness to work hard, and motivation. No one who meets these requirements is excluded. The doors of the program is open to all students and teachers. The underlying philosophy behind the enrichment program is inclusion not exclusion.

It is inclusive in that:

* there is an open application process
* it provides model teaching which allows the enrichment specialist to work with a more diverse population
* it teams the enrichment specialist with cluster teachers to differentiate the curriculum
* it provides after school enrichment activities for all students.

Working with a large student population during and after school, does not allow for the exclusiveness that could easily handicap an enrichment program. I have had excellent feedback on the program from parents, teachers, and the community.

The enrichment courses bring together high ability students for academic, social, and emotional needs. The students meet with me each week for a double period. I am on a fixed five day schedule in a school that runs on a six day cycle. Therefore students do not miss the same classes each week.

Direct Service Role of the Specialist

My main role is that of a facilitator who:

* asks the right questions
* answers student questions without providing the answers
* shows students how to access information or resource people
* listens carefully to students while keeping comments to a minimum
* provides enrichment opportunities to enhance student learning
* keeps students focused and on task when necessary
* provides mentors when necessary
* provides "skill" workshops when needed to fill in knowledge gaps
* insists that the students be responsible for their learning
* provides the necessary ground work for student success

Career Opportunities

The enrichment courses allow middle school students the opportunity to explore career choices. The courses are designed to introduce students to career opportunities by allowing students the chance to work hands-on in career fields with professionals. Enrichment courses allow for the students to engage in authentic situations with real life learning opportunities and outcomes.

Collaboration

Barrington's Middle School Enrichment Program fosters collaboration. The program has been strengthened by its inclusion of area institutes of higher learning; out of the district middle and high schools; state law makers and local governing boards; community people and organizations; and parents. The enrichment program has provided unique learning opportunities for middle school students. It has expanded the scope and relevance of the learning environment.

Professionals in the community have been a valuable resource for the youngsters. They have acted as resource persons, mentors, and instructors. The students have worked with the staff of the engineering department at Brown University, a culinary arts teaching assistant from Johnson and Wales University; and the staff from the history and political science department at Roger Williams University.

During the last three years, students have had the opportunity to work with professional and mentors in the following fields: social work, architect landscaping, ecology, early childhood education, photography, public speaking, calligraphy, genealogy, historical research, computer engineering, business, writing, journalism, law, politics, art, and drama.

Assessment - No grades given

An interesting aspect of the program is the absence of grades. Grades are not given for enrichment courses. Students must make up missed classes and work. They work very hard on their own time. I work with some students after school, Saturdays, and during the summer. Students have reached the highest levels of achievement evident in their performance. Many students have received honors and awards for their excellence. Students have stated surprise at the depth and excitement of learning. Members of the community and parents have expressed approval at the achievements they have observed in the students. Some of the student accomplishments have been featured in local newspapers.

Parent Involvement

Parents have been very active in Barrington's Enrichment Program. The Parents for Gifted Education/ Parents for Schoolwide Enrichment (PAGE/PASE) have been very supportive. They have given their support whenever needed. Here are a few examples of my relationship with the parents of my students:

- When I was recovering from surgery, a parent who was qualified, continued working with my students in the community service course.
- Parents, who did not have youngsters in the Graveyard History Course, helped the morning of the Historical Graveyard Conference to set-up and register participants.
- Parents have helped to chaperone field trips
- They have acted as drivers when needed (field trips)
- They have given workshops and shared their expertise with students.
- Parents have acted as mentors.
- They have provided material resources.
- Parents have helped to copy material.
- They have made phone calls to enlist the help of other parents or members of the community for different projects.
- They have acted as another pair of hands when things have gotten hectic.
- A few of the parents have acted as a sounding board for ideas.
- And most of all, they are the voice of encouragement, they are my #1 cheerleaders!

Community Supporters

The enrichment program success depends on the members of the school community who I work with daily. They are an outstanding group of teachers. I work directly and indirectly with teachers and they have been very supportive of the program.

The scope of the enrichment program goes beyond the physical school building. Within the Barrington Community, I have found talented, generous people who have kindly given of their time to work with the students and me.

Community Service

Students in the Community Service Class have worked on various projects such as homelessness, recycling, and the construction of a playground. An example of the student commitment can be found in the playground project. Students worked Saturdays and during the summer for two years to get approval of a playground to be constructed in a State owned park in the town of Barrington. The students attended monthly meetings of the Barrington Park Commission to present their progress. They developed a professional site plan for the playground and spent a lot of time researching playground equipment. Once the playground was approved, they focused their attention to fund raising.

Project Advance
- A Schoolwide Enrichment Program

Application Form

Name _____ Date _____

Grade _____ Cluster _____ Homeroom # _____

Name of Parent or Guardian _____

Telephone # _____

In Case of Emergency call _____at _____

The course you are applying for is _____

Have you ever participated in any of the enrichment courses at the middle school? Yes__ No___

If so please list the course or courses _____
_____
_____

Reason for applying to this course
_____
_____
_____
_____

Are you willing to be responsible for missed class work? _____

On a separate sheet of paper tell why you feel you should be included in this course. Attach your essay along with the permission form to this application and return it to Mrs. Viveiros in Room 110 or Mrs. Rockfort in the library.

PROJECT ADVANCE
SCHOOLWIDE ENRICHMENT PROGRAM

Fall 1997

Dear Parents,

An important component of the Schoolwide Enrichment Program is to provide Type II (high level skills) and Type III (independent or small group research) services for Talent Pool students. Talent Pool students are those who are identified as having advanced skills and abilities. A choice of accelerated courses is being offered to students who have exhibited high ability, interest, motivation, and task commitment. **The enrichment program is open to all students.** The prerequisites are that the student be highly interested in the course he or she is applying for; is highly motivated; and is willing to work hard. There are 10 open courses offered this Fall. Each enrichment course will meet once a week, for one or two class periods, depending on the course.

Please note that student taking an enrichment course will be **responsible** to get missed assignments from those classes that are missed. If a classroom teacher feels a student is in academic danger, it will lead to the student being asked to withdraw from the course.

Since the number of students in each course is limited, an application process is used. **All** students are required to fill out the application form and must procure parent and teacher approval. Priority will be given to former Project Advance students. If you have any questions or concerns, please feel free to call or come in to school to speak with me.

Respectfully yours,

Donna M. Viveiros

Donna M. Viveiros
Enrichment Specialist

Applying Math - Through Business

The students in this course have high ability in math and were recommended by their math teachers. The course is under the guidelines of Junior Achievement. After strong consideration the Junior Achievement Officials have allowed us to pilot the Junior Achievement program that is designed for use with juniors and seniors in high school. The students love it! They have formed a company called Bicknell Bakers and are learning all aspects of starting and running a business. Susan Story, a business woman and a former member of the Barrington School Committee, is working with us as business consultant and mentor.

PROJECT ADVANCE
- A SCHOOLWIDE ENRICHMENT PROGRAM
October 28, 1997

To the parents of

was nominated to participate in "Applying Math" which is an enrichment course. I will again be working with Clyde Briant, an engineering professor at Brown University, along with his engineering colleagues. The students in this course will find their skills in math challenged as they apply them to the field of engineering. This is a hands-on lab course that will provide the students the opportunity to develop advanced skills in math through practical application. Last year, the students enjoyed the exciting and stimulating engineering lessons that were presented. This course will not only be interesting and challenging for the students, but also provide them insight into career opportunities in engineering.

If you would like to participate in this course, please sign and return the consent form to me, **by Thursday, October 30**. Space is limited and I have **a lot** of students on a secondary list, that will be invited, if students on the first list choose not to participate. A non-reply will be considered a "no".

The students will meeting with Professor Briant, on Tuesdays during Periods 6 & 7, beginning November 18.

If you have any questions, concerns, or comments, please feel free to call me.

Cordially yours,

Donna M. Viveiros
Enrichment Specialist

has permission to participate in Applying Math

_____ Date _____

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Kidscope Newsletter
From: Donna M. Viveiros
Regarding: Project Advance - A Schoolwide Enrichment Program

MARCH - 1997

Students in the "Here Lies the History of Barrington", a historical graveyard study, have researched the life and times of John Martin. They have learned a lot about historical graveyard research and are working collaboratively with Tiverton Middle School.

We would like to invite you to A Historical Graveyard Studies Conference, at Roger Williams University. It will be held on Saturday, March 22. Workshops will be given by leading experts from the RI Historical Society, Association for Gravestone Studies, and the Roger Williams University. We have an impressive list of workshops that include, but will not be limited to, the following subjects: colonial history, the RI Militia, the role of the Native American in Colonial Times, stories historical graveyard can tell, the art of carving historical gravestone carvers, and how to begin a study of your genealogy.

Students **over the age of eleven,** accompanies by an adult are invited to attend. Pre-registration is necessary because of food preparation and in order to have the proper accommodations for those that wish to attend. There is a small fee to help defray the cost of lunch. The conference is open to the public. If you are interested in attending please see Mrs. Viveiros.

Kidscope Newsletter
From: Donna M. Viveiros
Regarding: Project Advance - A Schoolwide Enrichment Program

April ~1997

A Historical Graveyard Studies Conference, at Roger Williams University, was held on Saturday, March 22. The student panel did a great job sharing their research. When asked by a member of the audience what inspired them to work so hard on their own time, each student responded. Basically, what they told the audience was that this study was a challenger and they had to work very hard to find answers. One student said that he was use to finding answers in encyclopedias, books, or on the internet, but this time his research forced him into seeking different sources.

The Native American workshop held everyone spellbound. Those who were in attendance said they learned lots of new facts about Native American History. All and all it was a great day!

The students in the community service course have received clearance from the Barrington Park Commission and the RI Division of Parks and Recreation to build a playground at Haines Park. They presented at the last Park Commission meeting and addressed concerns from abutting Haines Park neighbors. They are now in the process of raising funds to pay for the playground. Any suggestions?

Professor Briant and his engineering students have begun working with the students in Applying Math. It's a wonderful opportunity for students to apply math to practical engineering problems and learn first hand about a career in engineering. Feedback from the students has been very positive!

Three students in the Writers' Circle will be published in the Anthology of Poetry by Young Americans. One student just received notification that her poem was a grand prize winner in the "International River of Words Contest". and her family will be going on an all expenses paid trip to Washington, D.C. in May. Congratulations

Kidscope Newsletter – May 1998
From: Donna M. Viveiros
Regarding: Project Advance - A Schoolwide Enrichment Program

The Junior Teachers have invited their little students & their parents from Red Brick Nursery School to an Early Childhood Fair. It will be held at the Middle School. The big students have been working very hard planning the event. The students will begin the festivities with a presentation about the Junior Teaching Program. The fair is scheduled for the afternoon of June 16 from 4:00 to 6:30. Family members of the Junior Teachers are also invited.

The students in the Community Service Course are in the process of raising $50,000 for a playground at Haines Park. They have $486. This summer I will be working with the students writing grants. If you know of a funding source would you please let us know?

The students in the Applying Math Course have enjoyed working with Professor Clyde Briant, Rachel Koritala, Professor Rodney Clifton, and Professor Janet Blume from the Engineering Department at Brown.

The evening of June 10 is Project Advance Night at Hampden Meadows School. Students in the enrichment courses at the middle school are making informational backboards for the event.

The students in the Historical Graveyard Studies Course enjoyed a tour of the Newport Common Burial Ground with Dan Goldman. It rained on us, but it was such a great tour that no one seemed to mind! Dan is giving a tour and rubbing workshop at the East Burial Ground in Bristol on Saturday June 7 from 10:00 a.m. to 12:00 p.m. The cost is three dollars for material. Reservations can be made with Coggeshall Farm.

Richard Simpson and his daughter Amy are helping to set-up a webpage for the middle school's enrichment program. I am hoping to have students involved in editing the page.

I wish you and your family a healthy, happy, and sunny summer!

Project Advance
Barrington Middle School - Enrichment Program
1996-97

Community Helpers Needed

Wanted a person with a strong math background to meet with students once a week as a math coach for the math counts program. All materials will be furnished. Time: 90 minutes

Needed mentors with experience as a building planner; architects; designer, engineer, drafting...to help students with a project to redesign or rebuild Barrington Middle School.

Share your artistic talents and skills with middle school youngsters. Would you like to teach a workshop/s in your area of expertise? Once a week for ? of weeks.

Are you into genealogy? Would you be willing to share your experiences researching your family tree?

Contact Donna M. Viveiros
Enrichment Specialist
401 247-3160

Guests Who Occasionally Shared their Expertise- 1996-97

Vincent Luti - Prof. University of Massachusetts- Dartmouth
John Sterling - RI Historical Society - Ass. of Gravestone Studies
Helen and Fred Bridge-Historical Society - Little Compton, RI
Daniel Goldman- Gravestone Carver Expert
Arthur Turgeon - Providence Journal Bulletin
Peter DeAngelis - Barrington Public Works Director
State Police Crime Lab and Barrington Detectives

1997-98 -Volunteers/Mentors

Michele Almeida - Calligrapher
Hazel Buzzi - Photographer
* Art Read - Lawyer
* Connie Oswald -Director Red Brick Nursery
* Carolyn Rosenthal - President Page/Pase
Sally Small - Genealogist
June Speakman- Professor Roger Williams U.
Juliann Jennings - Native American Historian
Scott McCarthy - Computer Engineer
* Professor Clyde Briant- Engineering Prof. Brown
Professor Rodney Clifton-Engineering Prof. Brown
Professor Janet Bloom- Engineering Prof. Brown U.

Guests Who Occasionally Shared their Expertise

Vincent Luti - Prof. U Massachusetts-Dartmouth
John Sterling - RI Historical Society
Daniel Goldman- Gravestone Carver Expert
Sally Small - Genealogist
Forrest Gander- Providence College - Writer

To: Professor Rodney Clifton
Civil Engineering
Brown University
From: Donna M. Viveiros
Subject: **Applying Math Course**
- Rebuild or Remodel Barrington Middle School?

Dear Dr. Clifton,

Just an update on the Enrichment Course, I spoke to you about, in October, concerning rebuilding or remodeling Barrington Middle School. The course began at the beginning of December. There are twenty-three students and three facilitators.

The students decided that it was better to remodel the school. They brainstormed what they felt were areas of the school that needed remodeling. I then divided the 23 students into three groups.

Presently, one group of students is working with Chris Millard who is a seventh grade science teacher. They are developing a poll to in order to obtain input from the school community. The second group, facilitated by Nancy Holt, a community volunteer, is looking into the site report that was done last year, concerning the condition of the school. This group will also look at the remodeling needs that were expressed, by the students during the brainstorming session, at the beginning of the course. They will then conduct their own site evaluation and report back to the group. The third group, I am working with, is preparing interview questions, for the superintendent, school committee, and town manager regarding the politics and financial considerations that must be taken into account.

I do hope you are still willing to work with us. Nancy Holt's group could use expert help in looking at the condition of the school or translating the engineer's report on the condition of the school, that was conducted last year.

We would welcome, at any time, assistance from you and your students. The workshops or projects you mentioned such as lighting, surveying, glass versus plexiglass, and concrete blocks sound great! Since the students are considering adding onto the initial structure surveying skills would be relevant.

I have downsized my initial plans. Dr. Saksena, Dean of the School of Architecture at Roger Williams University, felt we should look at one particular area of the building to redesign. Dr. Saksena and his students are willing to work with the middle school youngsters. An example of areas the students can chose to remodel are: classroom, cafeteria, library, gym, auditorium, science room, etc. They will learn skills in design, construction, using and making blueprints, and how to scale.

I think it's an exciting opportunity for middle school students to learn and work with university students and faculty. One significant benefit is the chance for the middle school students to learn about and observe career roles in engineering and architecture. I would appreciate your input. And I hope to hear from you soon! I am sending you a class time and schedule along, an sample of a recent lesson, an overview, on polling with some curriculum information.

Sincerely yours,

Donna Viveiros
Enrichment Specialist

Junior Teaching

This is an early childhood course. Students attend an early childhood workshop with the enrichment specialist one week and implement their lessons the following week at the Nursery School. During workshop time, the students learn about child development and how to write developmentally appropriate curriculum. On their own time, students develop their lesson plans centered on thematic units.

Writers' Circle

Students in the Writers' Circle learn advance techniques and skills in writing. Students apply these skills to writing for self and competition. Students enjoy the positive warm atmosphere of the Writers' Circle where they can read their work and receive positive feedback and ideas on how to improve their piece. Many of the students have entered their work in competitions or for publication. They have written poetry, fiction and non fiction, and essays. Many have won awards for their work and some have had their work published. Students in the Writers Circle have chosen to write and illustrate a book for the Written and Illustrated By...a national writing competition. It is a big commitment and a lot of work is done at home.

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Dabbling in the Arts

As part of the Enrichment Program, workshops in calligraphy, photography, and culinary arts are given by professionals in the field. Dabbling in the Arts is integrated with other Enrichment Courses. For example, the students in the calligraphy class are making the menus and invitations, for the garden buffet the students in the culinary arts course will be giving for their parents. Students in the photography class will be photographing gravestones for the students in the historical graveyard study.

Sometimes, perhaps once in a person's career you hit upon something that is very special and unique. A program you develop that gathers and moves beyond your highest expectation. Last year, a program that Kirby Akers and I developed, has done just that. It is a student oriented program that has allowed youngsters the opportunity to soar! Students have learned first hand how to research, network, and communicate with professionals in the field. This project moved them beyond the classroom and out into the local, state, and New England community. It is unique. The Barrington Middle School students are NOT graded!!! They do not get a grade for their work and must make up missed classes and assignments. A lot of their work is done at home.

Within the parameters, of a given time period the students select a town resident that died. My students used a cemetery database to select heir person. For example, last year they chose John Martin who died in his eighties in the year 1713. This year, the students selected Matthew Watson who was born in the late 1600's and died in the early 1800's. The students then research the life and times of their person. They break up into groups to research the following: the economics, religion, law, wars, politics, education, and transportation. They research facts about the person and his/her family history (genealogy) and the role of the Native Americans in the early history of town life.

The students then use local cemeteries and town records to unearth facts about the person including relevant information on the times he/she lived including the early history of their town, state and country.

Student Selection:

The course of study was open to all students at Barrington Middle School who had a high interest in the subject, were highly motivated, and were willing to work hard and make-up missed class work.

Grade level:

The Barrignton students are in grades 6, 7 and 8. Tiverton students are in grade 5.

Collaborative

This year, teachers and students from two other school districts have joined us, Portsmouth and Middletown. Once a month we engage in shared activities and conversations, such as a workshop or a cemetery tour.

Also collaborating with us, in this study is **Dr. June Speakman**, a Political Science Professor at Roger Williams University. With June's help, the University has provided mentoring for our grant application, housing for the historical graveyard conference, student resource persons assisting in paper work and mailings, a central meeting place for the teachers to plan and for workshops and monthly activities.

Jim Wilson from East Providence High School and his students are videotaping and producing "Here Lyeth the History of..."

Working with the students are leading experts in colonial history, graveyard studies, genealogy, and Native American History. The final activity of the project is a historical graveyard conference. The conference brings together the community to share in the learning experienced by the students in the study. The students and experts who have worked with the students during the year, present workshops and discussion groups.
Last year's conference was a great success and this year it should be better. The conference is being held on May 30 this year at RWU.

Journal Bulletin/BOB THAYER

DRY IN STONE: John Sterling, left, a historical cemetery expert, tells students about the inscriptions at the Commons cemetery in Little Compton. On one stone names of six children of a family who died within weeks. "We think it was typhoid," Sterling says. The hand of a Tiverton student, below, touches a headstone.

INTRIGUING PLOTS

Barrington and Tiverton students learn headstone inscriptions a historical cemetery a window to a society and lifestyle forgotten.

By ART TURGEON
Journal Bulletin Staff Writer

LITTLE COMPTON — A student noticed that the weatherbeaten gravestone reported that the deceased had departed this life.

How many lives did they think he had left when he departed *this* life," the girl said, with unassailable logic, wondering if it were some pre-Revolutionary plug for reincarnation.

EAST BAY JOURNAL

A short distance away, another student busily rubbed a crayon over another headstone, creating an impression of its carving.

And at still another stop, youngsters listened, almost transfixed, as John Sterling pointed out cold, stark monuments that showed that six children, ages 11 to 24, died in 1711.

"Six children in one family died in six weeks," said Sterling, coordinator of the Rhode Island Cemetery Project. "Obviously, an epidemic of some kind ran through this area at that time. ... We think it was typhoid."

Soon it was as Sterling led the way from one monument to another, interpreting the stories of triumph and — more often — tragedy contained in the letters, the numbers and the simple figures chiseled as many as three centuries earlier.

Like a scholar of antiquity translating ancient writings, Sterling, an expert in historical cemeteries, also was showing Barrington and Tiverton Middle School students how the inscriptions around the Commons cemetery were a window to a society and lifestyle long forgotten.

Youngsters from the two schools visited the cemetery last week as the first step in an unusual two-community collaborative historical study into what life was like in their towns nearly 300 years ago.

It was, said Barrington teacher Donna M. Viveiros, what educators call a "type one" educational tool, the kind designed to get students revved up for a project. As such, it was hugely successful.

Turn to **STUDENTS** *Page C-2*

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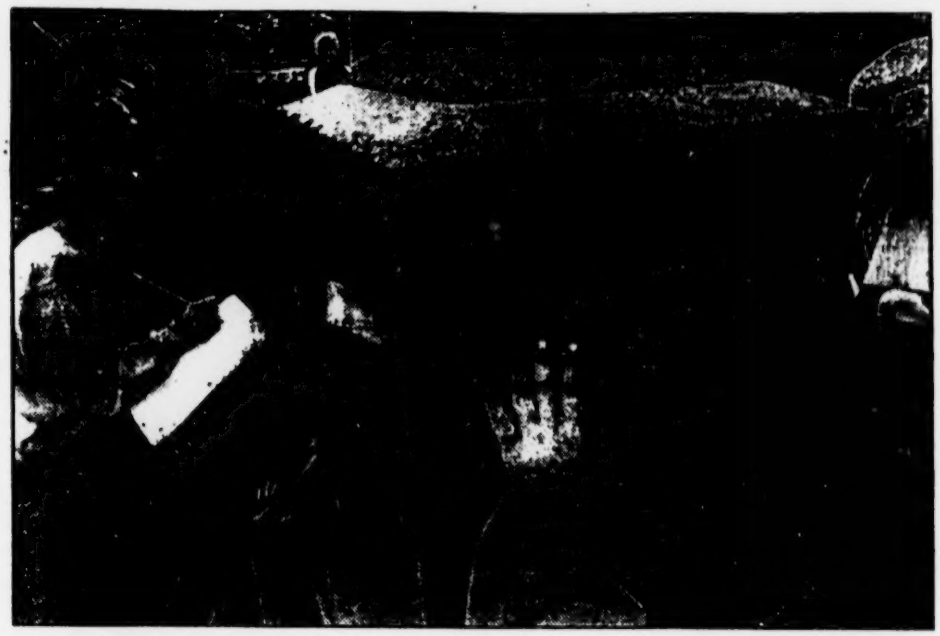

IN TOUCH WITH HISTORY: Kristen Pursley, of the Barrington Middle School, brushes her hand across a gravestone at the Commons cemetery while Alicia Mello, left, a student at Tiverton Middle School, takes notes.

Journal Bulletin/ BOB THAYER

Students

Continued from Page C-1

By the time the afternoon was over, the 26 students — 13 from each town — not only had fanned out over The Commons cemetery, but had stopped at another, private burial area in Tiverton before heading back toward home eager to get on with the work.

The plan was for the students to then visit hometown cemeteries to "adopt" a Colonial family and then to learn as much as possible about its life, times and lifestyle.

In Tiverton, Kirby Akers, co-coordinator of gifted and talented programs, said his group — all fifth-graders — will study the life of Elizabeth Rogers, who died at around 1700. It was at her grave, in a private, backyard cemetery, that the students' field trip stopped off last week.

"We're not as lucky as Barrington," Akers said. "They have a lot (seven) of historical cemeteries. But most of our burial grounds are scattered in little family plots and backyards all around town."

In Barrington, Viveiros said her students — all in the sixth through eighth grade — are expected to choose the subject of their research later this week. She said they hope to find a contemporary of Tiverton's Rogers to enhance the collaboration possibilities in the year-long project.

Students in both towns now will be divided into smaller groups with each concentrating on an aspect of their subject's life, such as the civic, political, educational, religious and economic matters. They will study public documents, histories, and draw maps of the region.

Along the way, Viveiros said, the students will report to their own classmates and exchange research ideas with their counterparts in the other community via mail, telephone and the Internet.

"It could be that one group will have more success researching one thing and it will be able to suggest new approaches to the other," Viveiros said. "A lot of learning takes place in normal conversation."

Akers noted that fifth-graders often "have a difficult time placing themselves in that period" when studying history. "But this can be an eye-opening way to learn something. It becomes a fun thing when they're waiting to share what they've just learned with others."

Since they're anywhere from one to three years younger than their counterparts, the Tiverton participants might reap extra benefits, Akers said. "It can be kind of a big brother thing, and it's good for them to work with strangers from a different town."

Both educators agreed that, besides adding spice to the often dry study of history, the program will teach participants research techniques, increase analytical ability, improve both oral and written communication skills and show how to share information.

By year's end, students of both towns will produce a written and multi-media report of their study, which Akers said could take the form of a period play in Tiverton.

But the bottom line is that it may establish that starting with dead people can be the best way to add life to history.

Pol

Continue

Candidate housing f

Sharon Bri candidate for Council, said the Town Cou any avenue seniors to rem rington."

Brinkworth Elderly Hous establishing th complex for th

"At the sit Chain mill bu priced apart senior citizens for occupancy.

"This proje addressing the senior citizens elderly hous needed as wel tions that will their homes."

"One of the hensive Comm vide housing a needs of all ton's populat elderly. The identifies acce vices and pul special requ housing sites. other factors senior citize explored," she

The Journ statements fr stantive issu reserves the r Political state space allows

39

Man is charged with breaking into an apartment in Newport

NEWPORT — A Massachusetts man was charged yesterday morning with breaking into a woman's

an tenant who let them inside, Quinn said.

Upon checking the apartment

GOLDEN ANNIVERS

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Project Advance
- A Schoolwide Enrichment Program

11-18-96

Dear Parents,

The students in the "Here Lies the History of Barrington" course will be visiting the John Stevens Shop in Newport, on Tuesday, November 26. John Stevens came here from England in 1704 and his gravestone carvings are well know in this area along with those of his sons. We will be touring the "old" shop. This is an excellent opportunity for the students to see how the stones were carved. Few tours are given at the Stevens Shop, so we are fortunate!

We will be leaving school at 10:10 A.M. and we should be back by 3:00 P.M. Students should bring a lunch or money to buy lunch, we will be stopping at a fast food restaurant. Tiverton Middle School teacher, Kirby Akers, and his students will be joining us.

Cordially yours,

Donna M. Viveiros

Donna M. Viveiros
Enrichment Specialist

My child _____ has my permission to visit the Stevens Shop on November 26, 1996. Signed_____

VOLUNTEER PROGRAM

PAGE/PASE

JOAN JOHNSON ,
Volunteer Coordinator

In celebration of National Volunteer Week, the Barrington Public Schools are inviting all of their volunteers to a luncheon at the Peck Center Gallery Room (located on the second floor of the Barrington Public Library) on Friday, April 24 at noon. A special story hour for 3 to 5 year old children of volunteers will be held in the children's room of the library at the same time as the luncheon. Invitations will be mailed during the first or second week of April. If you have been volunteering in the schools and do not get an invitation by April 10, please call the Volunteer Office at 247-3148. Errors can be made in compiling lists and bulk mailing is very unreliable, so let us know.

In order to foster uniformity throughout the school community regarding the schoolwide enrichment model (S.E.M) and its different components (curriculum compacting, enrichment clusters, Project Advance, total talent profiles) PAGE/PACE changed the wording in its name from curriculum enrichment to schoolwide enrichment: PAGE/PASE.

PAGE/PACE has changed the wording in its name from curriculum enrichment to schoolwide enrichment: PAGE/PASE.

Plans are currently being made to prepare for the second annual townwide enrichment night, celebrating achievement, kindergarten through high school, on June 2nd 6-8 p.m. at Hampden Meadows School which will highlight the various enrichment programs the different schools offer.

PAGE/PASE strongly advocates gifted education programs for all students and promotes the importance of addressing each and every individual child's "giftedness" through Barrington's implementation of the schoolwide enrichment model (S. E. M.).

For more information contact Carolyn Rosenthal at 245-4361 or Sue Simpson at 247-1005.

Hasbro Hospital seeks donations for emergency room

Spring is here! For many this means "spring cleaning". This year let Hasbro Children's Hospital Emergency Room help. Keep in mind that they welcome your donations of any used books, magazines, art supplies, games and toys. Perhaps it's time for spring cleaning to make room for new things. Hasbro Children's Hospital Emergency Room wants to help you with your house cleaning.

The emergency room is committed to increasing family literacy. We depend on donations of used children's and young adult books and magazines. The emergency room also needs children's toys, stickers, games, puzzles, cards, art supplies, especially crayons (broken/used are fine). Please help us help others. Your donation is appreciated and truly needed. This is an ongoing project throughout the year. I am happy to pick up books etc. at your home or they may be left on my porch at 44 Fountain Avenue, in Barrington. If you have any questions, please call Katheryn Rosener at 246-1613. We are always looking for organizations to run a book, sticker and/or crayon drive for the hospital. Your donations are tax deductible. Thank You!

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Kidscope

Barrington Middle School 247-3160

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Teacher gives her children wings to fly

Donna Viveiros makes learning fun for middle school pupils

By Edward J Durand

It's mid-summer, and teacher Donna Viveiros enters Barrington Middle School and walks down a familiar but empty hallway to the classroom she jokingly calls "the mess."

There are boxes scattered about the corridor and Mrs Viveiros, the school's enrichment specialist, grabs a couple before walking into what was her classroom.

Shortage of classroom space has forced Mrs Viveiros into another area of the school. Today, she is on a mission to gather up her books and other belongings for that relocation task.

As Mrs Viveiros, brown hair tied back in a ponytail, walks into the empty room her hazel eyes widen, surprised at what she discovers. The room, where just a short time ago students were excitedly working on various classroom projects, is now an emptiness almost touchable. To Mrs Viveiros, the room now looks like the Grand Canyon.

Only the closet is still crammed with materials, although her mail slots are filled, too. Custodian Joe Koger arrives and informs Mrs Viveiros that her desk and books have been hauled off to her new room at the opposite end of the school. Jokingly, he suggests that most of her mail can be trashed and as Mrs Viveiros sorts through it she finds out he is right.

Time to check out the new room, and as Mrs Viveiros begins the trek down the hall a girl of about 10 darts past and disappears around a corner. Finding the room in an unlit corridor, she opens the door to find several youngsters inside making a tie-dyed shirt in a sink.

Material is stacked up everywhere, the place looks like a war zone. Mrs Viveiros starts creating order out of chaos, moving shelves on rollers against the wall and inspecting the Plexiglas windows. Only one opens.

Students first

Known as a dynamic educator who inspires youngsters to reach

a Tiverton resident, is reluctant to talk about herself. "It is a 'we' profession, not a me profession," she says several times. "Please, don't make this a 'me' story."

Few people at Barrington Middle School, even those closest to her, are aware that Donna Viveiros was the Massachusetts Teacher of the Year in 1986 when she taught in the Fall River school system. Her program, the first of its kind, brought youngsters into nursing homes, and received national recognition and was featured in Woman's Day.

Principal Richard Wheeler recommended hiring Mrs Viveiros when she applied for the part-time position of enrichment specialist and says he has never regretted the decision. He calls her a "great and wonderful addition" to the faculty who knows the importance of a team approach to education. "Mrs Viveiros has opened up these creative and challenging programs to all youngsters who are interested. The kids love her, the parents love her, the teachers and staff love her."

Mr Wheeler also marvels at her dedication and said if she has one fault, it is taking on too much, and he has to convince Mrs Viveiros to share some of the load. "She's a workaholic."

"She gave up a full-time teaching job and seniority and offered her talents to this school," he says with a clearly distinct tone of admiration. "We have been very fortunate."

The team

Mrs Viveiros says her decision to join Barrington Middle School was based on the fact that two very talented teachers, Betty Holden and Mary Primiano, were already in place inspiring youngsters in the early stages of childhood education.

It was the perfect place to develop Mrs Viveiros' Project Advance, an educational enrichment program. It took flight immediately. Youngsters signed up in droves to put their learning to practical use. They are involved in numerous community projects, including finding ways to help the homeless at Amos House and Interim in Providence. A group of youngsters is currently planning construction of a playground at Haines Park in town.

DURAND

Donna Viveiros removes items from her closet as she relocates her Project Advance material to the opposite end of Barrington Middle School.

town officials with professional-looking plans to scale and have polled the community on where the playground should be situated in the park and whether or not there should be lighting. They are also in competition for a $10,000 Fleet All-Stars grant.

Mrs Viveiros allows students to make their own decisions and come to their own conclusions and, she says, that often means "biting my tongue." But she says the students often come to the right decision, even if it means going in a completely different direction.

The programs offered to middle school students are sophisticated and demanding. Student Linda Zoe developed calligraphy skills and then conducted a marketing survey to see if she could sell greeting cards. She took every step needed to start a business and the cards were selling right up to the last day of school. Proceeds were used for Project Advance and a drug counseling

Teacher Doris Walsh and Mrs Viveiros also teamed up to have youngsters commit a crime of sorts. In actuality, the students thought up a crime scenario, placed evidence in the classroom, and had other youngsters, through fingerprinting and interrogation, figure out who was the culprit. This coincided with studies in forensic science.

How do youngsters get involved in Project Advance? Mrs Viveiros has two uncompromising requirements:

1. Students must be prepared to work hard and because the youngsters choose to take part in her programs during the school day they must be ready to make up their classroom assignments.

2. Students must be highly motivated and interested in the program they choose.

She says the creative programs should be tailored to suit the school and community and not the other way around. Mrs Viveiros says the success of the

result of generating excitement, and if a program is forced on a school or community it more than likely won't work very well.

No regrets

Sitting on a bench beneath a canopy at the side entrance to the school where students wait to catch their bus and with the sound of raindrops tapping overhead, Mrs Viveiros took a glance back at her 27 years as a teacher. There are no regrets, she says.

Along the way she has met many dedicated professionals committed to the task of teaching. She has also met the "most wonderful children" who have grown to be marvelous adults.

Mrs Viveiros says teachers must act as the wings for children. "We must give them the means and the opportunity to fly." Then she adds, with a smile that has captured the hearts of her students and colleagues, "Barrington has given me wings

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September 19, 1997

To: Cluster Teachers
From: Donna Viveiros
Regarding: The Enrichment Program for 1997-98

Before starting the enrichment program, I would like to make myself available to meet with you. I'd like to tell you about this year's enrichment program. I've made a few changes and I'd like to get your input.

Please let me know, if I can visit with you, as soon as possible. Give me a day, time and place and I'll be there! I'm leaving next week open for meetings and to finish getting the John Hopkins' testing packets ready. Hopefully, all the paper work will be finished next week!!!!!!!!!!!!!

I wish I had the words to express how thankful I am to be working with you.

Donna

Project Advance -
A Schoolwide Enrichment Program

Permission Form to Participate in the Pull-out Program

Student: I will be responsible to make up all class work and maintain my grades. I have a strong interest in this course and I am willing to work hard.

Signed _____

Parent

If my child_____ is accepted into the enrichment course that he/she is applying, my child has my permission to participate. I understand that my child will miss two classes a week and will be responsible for missed class work (checking with the teacher/teachers for assignments). The missed classes will vary each week, since the courses will be on a fixed five day schedule and not the regular six day school schedule.

Signed_____

Teacher (Teachers who prefer to write a letter of recommendation need not fill out this section.)

I recommend _____ for the Schoolwide Enrichment Course that he/she is applying for because_____
_____
_____

Teacher
I recommend _____ for the Schoolwide Enrichment Course that he/she is applying for because_____
_____
_____

March 3, 1997

Ms. Donna Viveiros
Barrington Middle School
Middle Highway
Barrington, RI 02806

Dear Ms. Viveiros:

On behalf of John H. White, Jr., enclosed you will find a check in the amount of $50.00 as a contribution from Taco, Inc. to support the Historical Graveyard Conference your students will be hosting at Roger Williams University.

It is a pleasure to make such a contribution to a student history and enrichment program. Please inform your student, . of our contribution. We appreciated receiving his letter.

Very truly yours,

Kyle A. Adamonis, PHR
Director of Human Resources

Enclosure

BEST COPY AVAILABLE

TACO, INC., 1160 Cranston Street, Cranston, Rhode Island 02920/ 401-942-8000/FAX 1-401-942-2360

February 12, 1997

Mr. John White, Jr.
TACO, Inc.
Cranston, RI

Dear Mr. White,

My name is . , I am a student at Barrington Middle School. This year I am taking an enrichment course called "Here Lies the History Of Barrington." It is a historical graveyard study course. We have worked with historians in the field as we researched Barrington's history through town documents. We are working with students at Tiverton Middle School who are doing a mirror study. We have all learned a lot working in the community. We are planning to share our work with the Rhode Island Community. In order to do this we decided to have a Historical Graveyard Conference at Roger Williams University. The resource people we have been working with are willing to give workshops at the conference. Unfortunately, the cost of the conference is $2,700. We are seeking funding. My dad recommended that I call you. His name is Mrs. Viveiros, my teacher, has written grants but we have had no positive responses. Mr. Resmini from the law firm of Resmini, O'Hara, and Cantor has donated $500.00. Even though that was a very generous offer we are still in the hole for $2,200.00. We have been calling local businesses and have received a few donations under twenty dollars. We would appreciate any financial help. Thank you for your consideration.

Please feel free to join us on March 22, from 9:30 A.M. to 1:30 P.M. at Roger Williams University. It will be a great conference! I hope to see you there.

Cordially yours

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Teacher Note

Students worked hard to solicit funding for their graveyard conference. The following is an example of a letter written by a student to a business

Little Compton Graveyard Tour led by John Sterling.

A Blast from the Past: *Sha*
Through G

Pre

Barrington and Tiverton Public Schools

HERE LIETH HISTORY

Saturday, March 22, 1997 • Roger W
8:30 a.

Conference Description: Students at Barrington and Tiverton Middle Schools have researched and studied colonial and state history through a historical graveyard study. The students have worked with historians and experts in the field. They have researched colonial times and gravestone history. They would like to share their research study with their families and the community through a conference. This conference will also provide the students and the community the opportunity to attend workshops on RI Colonial History and Preservation, Native American History Genealogy, and Gravestone Studies. Leading experts will be presenting the workshops.

About our Collaborative Project: We would like to thank our superintendents, **Ralph A. Malafronte** and **Louis J. Bitar** and our principals **Richard K. Wheeler** and **Manuel Cabral** for their support and encourage.

This conference would not have been possible without the support of the following people who have given selflessly of their time.

Sally Small, a member of Barrington's Cemetery Commission, has acted as a consultant on genealogy, a mentor, and a friend. She has introduced us to many of the resource people who helped with this study.

We are grateful to **John Sterling** who is an expert on New England Graveyard History. John has been a great resource and he has always been so willing to give of his time and knowledge. He sparked the students initial interest in graveyard history when he provided them with a walking tour of the Commons Cemetery in Little Compton.

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ıg the Joy of Community History
/eyard Studies

nted by

Collaboration with Roger Williams University

iams University • Bristol, Rhode Island
- 1:30 p.m.

Helen Bridge, a member of Little Compton's Historical Society, was always there with encouraging advise and support.

Dan Goldman, Vice President of the Association of Gravestone Studies, has been very helpful and supportive of this project.

A special thank you to **Dr. June Speakman** who heads the History Department at Roger Williams University. June immediately loved the conference idea and was willing to take time from her busy schedule to help us plan. The refreshments that will be provided at the conference is courtesy of the **History Department, Roger Williams University.**

We'd like to acknowledge, **John McAniff,** Media Specialist at Tiverton Middle, who help us with the multi-media presentation.

We appreciate the willingness of all our presenters who have kindly donated their time to present at our conference.

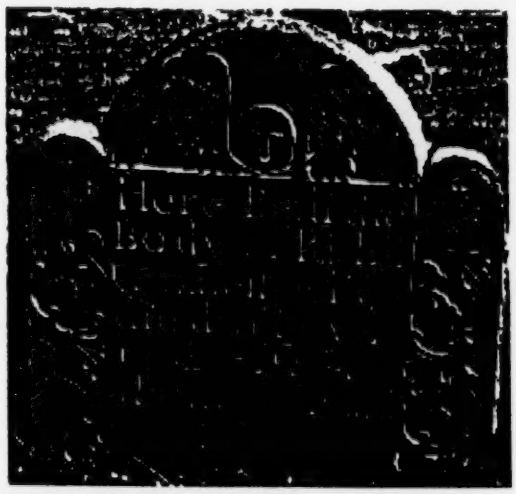
We are grateful to our financial contributors and will formally acknowledge them at the conference. At press time our major funders were **Ronald Resmini, Esquire** and **The Gifted and Talented Advisory Committee, RI Department of Education.**

Who Should Attend: Students over the age of eleven, educators, school and town administrators, history enthusiasts, genealogists, researchers, and others interested in learning about our heritage.

Please Post

BARRINGTON PUBLIC SCHOOLS
TIVERTON PUBLIC SCHOOLS
ROGER WILLIAMS UNIVERSITY
Present

A Blast from the Past:
Sharing the Joy of
Community History
Through Graveyard Studies



Saturday, March 22, 1997
South Hall
Roger Williams University
Bristol, RI
8:30 a.m. - 1:30 p.m.

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REGISTRATION FORM

A Blast from the Past: Sharing the Joy of Community History through Graveyard Studies

Saturday, March 22, 1997 8:30 a.m. - 1:30 p.m.
South Hall
Roger Williams University
Bristol, RI

Name: _____

Mailing Address: _____

_____

E-Mail Address: _____

Telephone: _____

School District: _____

Position: _____

Historian _____ Educator _____

Student _____ Parent _____

Enthusiast _____ Other _____

Please return completed registration form with your payment by March 14, 1997.

Make checks payable and send to:
Enrichment Program Barrington Middle School
261 Middle Highway
Barrington, RI 0280

TELEPHONE: (401) 247-3160
FAX: (401) 247-3164 (BMS)
E-MAIL: viveirod@ride.ri.net
akersk@ride.ri.net

Registration fee:
$6.00 - Adults (includes refreshments and lunch)
$4.00 - Students under 14

Fee for registration postmarked later than March 14:
$10.00 - Adults
$6.00 - Students under 14

Conference scholarships for students/teachers are available. Please call Donna Viveiros (401) 247-3160 or Kirby Akers (401) 624-6668 for further details.

Participants are registered on a first-come and first-serve basis. Early registration is advised. Please indicate your first and second workshop choices for each session using the letters near each workshop title. (See Agenda) Cancellations will not be honored.

Session I 1st _____ 2nd _____
(10:10-10:40)

Session II 1st _____ 2nd _____
(10:45-11:15)

Session III 1st _____ 2nd _____
(11:20-11:50)

Session IV 1st _____ 2nd _____
(11:55-12:25)

The conference coordinators reserve the right to add or delete workshops.

Please indicate here the need for any special accommodation.

This form may be copied. Registration forms will be available at a few website location. Please call Donna Viveiros (401) 247-3160 or Kirby Akers (401) 624-6668 for further information.

AGENDA

A Blast from the Past: Sharing the Joy of Community History through Gravestone Studies

Saturday, March 22, 1997
South Hall
Roger Williams University
Bristol, RI

8:30 - 9:00 **Registration and Coffee**

9:00 - 9:10 **Welcome and Introduction**

9:10 - 9:20 **Multi Media Presentation:**
Here lies the History of Barrington/Tiverton

9:20 - 9:45 **Student Panel**

9:45 - 10:00 **Break** - Refreshments

10:10 - 10:40 Session I

A The Life of the Native American During Colonial Time
*Double Session

STRONG WOMAN (JULIANNE JENNINGS), *a member of the Seaconke Wampanoag tribe, was raised in a tight-knit secret society of Elders. She is Project Director for the Massachusett Language Revivial Project.*

B Reading the Stories in Early American Gravestones
*Double Session

JOHN STERLING, *Coordinator of the RI Cemetery Transcript Project*

C Genealogy: How to Begin Researching Your Family Tree *Double Session

SALLY SMALL, *Honorary Regent of the RI State Chapter of the Daughters of the American Revolution (DAR)*

D The Students' Perspective on Historical Gravestones Studies

KRISTEN PURSLEY, MICHELLE GREENHALGH, CAROLINE O'CONNOR *Seventh grade students, Barrington Middle School*

E For the Common Defense: Law and Order in Colonial Times

KENNETH OSBORN, *Director of Cooperative Education, Roger Williams University*

F What's Black and White and Read All Over: Preserving RI's Newspapers

MADELEINE TELFEYAN, *Library Director, RI Historical Society*

G The Colonial Meeting House

DR. MICHAEL SWANSON, *Director of the Center for Historical Preservation, Roger Williams University*

10:45 - 11:15 Session II

A The life of the Native American During Colonial Time *Double Session -continued

B Reading the Stories in Early American Gravestones *Double Session -continued

C Genealogy: How to Begin Researching Your Family Tree *Double Session-continued

D The Students' Perspective on Historical Gravestones Studies

KRISTEN PURSLEY, MICHELLE GREENHALGH, CAROLINE O'CONNOR *Seventh grade students, Barrington Middle School*

E For the Common Defense: Law and Order in Colonial Times

KENNETH OSBORN, *Roger Williams University*

F What's Black and White and Read All Over: Preserving RI's Newspapers

MADELEINE TELFEYAN, *Library Director, RI Historical Society*

G The Colonial Meeting House

DR. MICHAEL SWANSON, *Director of the Center for Historical Preservation, Roger Williams University*

11:20 - 11:50 Session III

H Genealogy: A Personal Search *Double Session

ALBERT EASTWOOD, *Former President of the RI Genealogical Society*

I Early American Gravestones and the Stories They Tell *Double Session

DANIEL GOLDMAN, *Vice President of the Association of Gravestones Studies*

J At Rest in Little Compton: A View of a Small Town Cemetery Project

HELEN AND FRED BRIDGE, *Little Compton Historical Society*

K RI Cemetery Laws: Preserving Historical Treasures

REPRESENTATIVE LEONA KELLEY, *Director of the RI Historical Gravestone Commission*

L Meet the Pawtuxet Rangers: The History of RI's Colonial Militia

COLONIAL ROBERT LYNCH AND COMPANY

11:55 - 12:25 Session IV

H Genealogy: A Personal Search *Double Session-continued

I Early American Gravestones and The Stories They Tell *Double Session-continued

J At Rest in Little Compton: A View of a Small Town Cemetery Project

HELEN AND FRED BRIDGE, *Little Compton Historical Society*

K RI Cemetery Laws: Preserving Historical Treasures

REPRESENTATIVE LEONA KELLEY, *Director of the RI Historical Gravestone Commission*

L Meet the Pawtuxet Rangers: The History of RI's Colonial Militia

COLONEL ROBERT LYNCH AND COMPANY

12:30 - 1:30 Lunch - Dining Hall "Visitors from the Past"

Researching at Barrington Preservation Society Sally Small and Courtney Henderson.

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Major Contributors:

Ronald Resmini, Esq.
The Gifted and Talented Advisory Committee, RI Department of Education

Roger Williams University Department of History and Political Science
and Office of the Dean, College of Arts and Sciences

Other Contributors:

Dr. Dennis Hogan
Wallis Seafood--Thomas Wallis
Susan and David Greenhalgh
TACO, Inc.

Special Thanks to:

Dr. June Speakman, RWU
Bob Schuettler, Jim MacDonald, Tanya Srabian, RWU
Nancy Massier, Art Department, Barrington Middle School
Paul Viveiros and Joseph Souza, Department of Graphic Communications, Diman
Regional Technical Vocational High School, Fall River
R. Pacheco, C. Gervasio, S. Alves, E. Melanson, Graphic Arts Students, Diman School

Here Lieth History

Sharing the Joy of Community History
Through Graveyard Studies

Presented by Barrington and Tiverton Public Schools
and Roger Williams University

March 22, 1997

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A Collaborative Historical Research Study

This is the second year of a historical graveyard study. The first year, Tiverton and Barrington middle schools teamed up. They shared monthly activities and conversations. The culminating activity of last year's study was a historical graveyard conference at Roger Williams University. Dr. Speakman and her university students assisted with the conference. The conference provided an audience for the research work of the students. It was held in March. The students, along with the resource people who helped them, provided the community with workshops and insights into historical graveyard studies and genealogy. (Although they were unable to attend, the students and teachers were invited by the National Association of Graveyard Studies to present a workshop at their annual conference.)

A collaborative historical research study will again take place this year with high ability middle school students from Barrington, Tiverton, Middletown, and Portsmouth. Video taping will be done by East Providence High School students. Roger Williams University students will act as mentors. Students and teachers from the six institutes of learning will share experts, resources, and ideas through monthly meetings/activities, snail mail, and the internet. The Revolutionary War will factor into this year's study.

The project will begin on November 7, with an organizational meeting at Roger Williams University. Planned activities will be discussed and scheduled.

The students in each community will begin their study by a visit to their local cemetery to select a resident that died between the years 1714-1790. Each student will select a person along with any information that is written on the gravestone. At school, they will choose the person they would like to research. The students will then split up into eight teams of two. Each team will be responsible to research one of the following topics, concerning the person and the time he/she lived: science, housing, genealogy, politics, economics, religion, indigenous people, and gravestone art.

As each team reports to the class, student conversations will add new ideas and allow for connective interaction, of the research sub-topics.

On-going conversations with students from collaborative schools will take place through e-mail, snail mail and planned meeting times.

Working with the university students and staff, the participating students from Tiverton, Barrington, Middletown, Portsmouth and East Providence will produce a written and video report of their historical research study. A final presentation will be given to parents and interested community members at the Second Annual Graveyard Conference, at Roger Williams University. All information gathered will be shared with local historical societies. Teacher sharing will take place through workshops. This March, Kirby Akers and Donna Viveiros will be giving a workshop at the New England League of Middle Schools' Annual Conference.

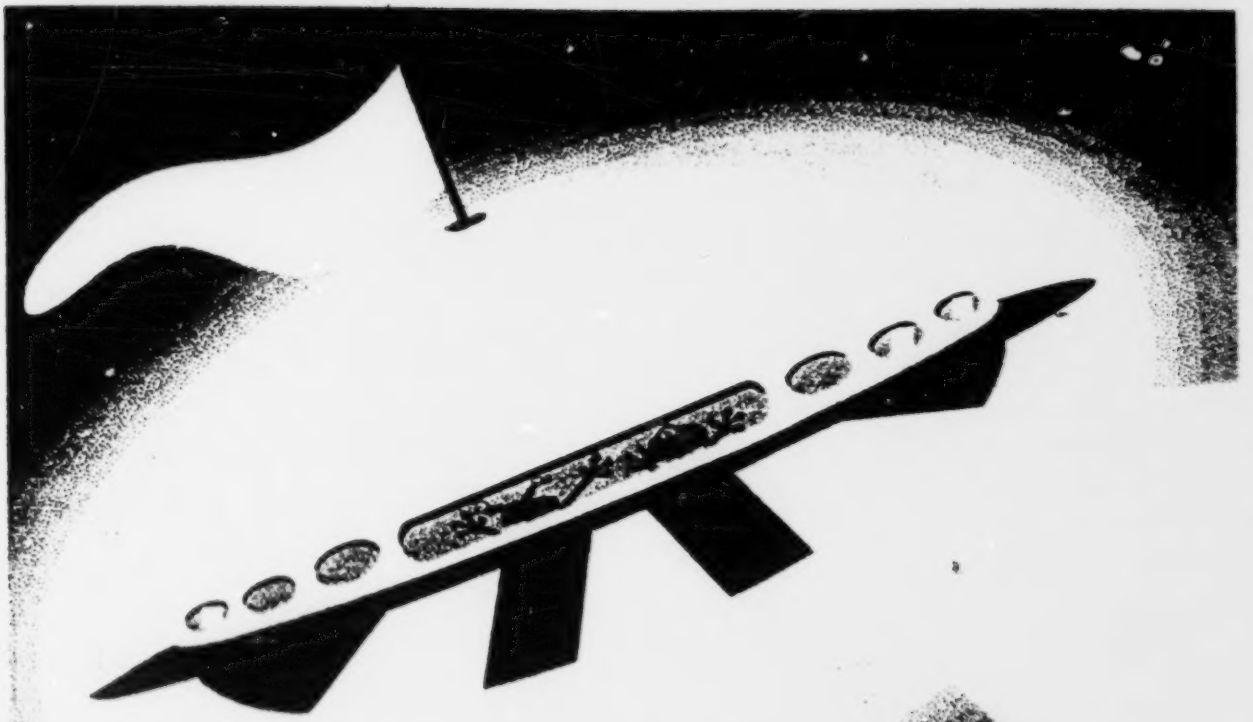
Off to the Graveyard!

Dear Parents,

"Here Lies the History of ...." is an exciting historical graveyard study. As a student in the Hear Lies the History of Barrington, your youngster is involved, in a collaborative research study involving students from three other middle schools in the East Bay - Tiverton, Portsmouth, and Middletown. Professor Speakman and the history students at Roger Williams University will be working with the students as mentors and facilitators. Jim Wilson and his students from East Providence High School will be video taping the program so that it can be shared. Students from each community have selected a town resident that lived during the Revolutionary War Period. The students are presently researching the person's life and the times that person lived. Once a month, the students and teachers from each community will meet for a shared activity.

Here in Barrington, we are researching the life and times of Matthew Watson. The students have used school resources for their research and are ready to beginning their field work in the community. On Tuesday, January 6, we will be visiting the Watson Cemetery and the Barrington Preservation Society. We will be leaving school about 9:45 a.m. and we will be back for lunch at 11:10 a.m. To get us there I have rented a mini van, if each student contributes $3.00 it would cover the cost of the van.

Our first shared activity is scheduled for January 21. Historian, John Sterling who is a leading RI expert on gravestones, has agreed to give us a tour of Newport's Burial Ground. This Burial ground is an outdoor museum hosting some of the most famous stones in this country. It teems with local history! If the weather is inclement John will meet us a Roger Williams University where he will give the students a workshop on famous carvers.



Applying Math Through Enginee

This is a lab course. Students in this course meet weekly with professors from the Engineering Department at Brown University. The students are given the opportunity to explore electrical, civil, mechanical, and materials engineering, in exciting and challenging hands-on workshops. A student tour of the Engineering Department at Brown is being planned for the Spring.

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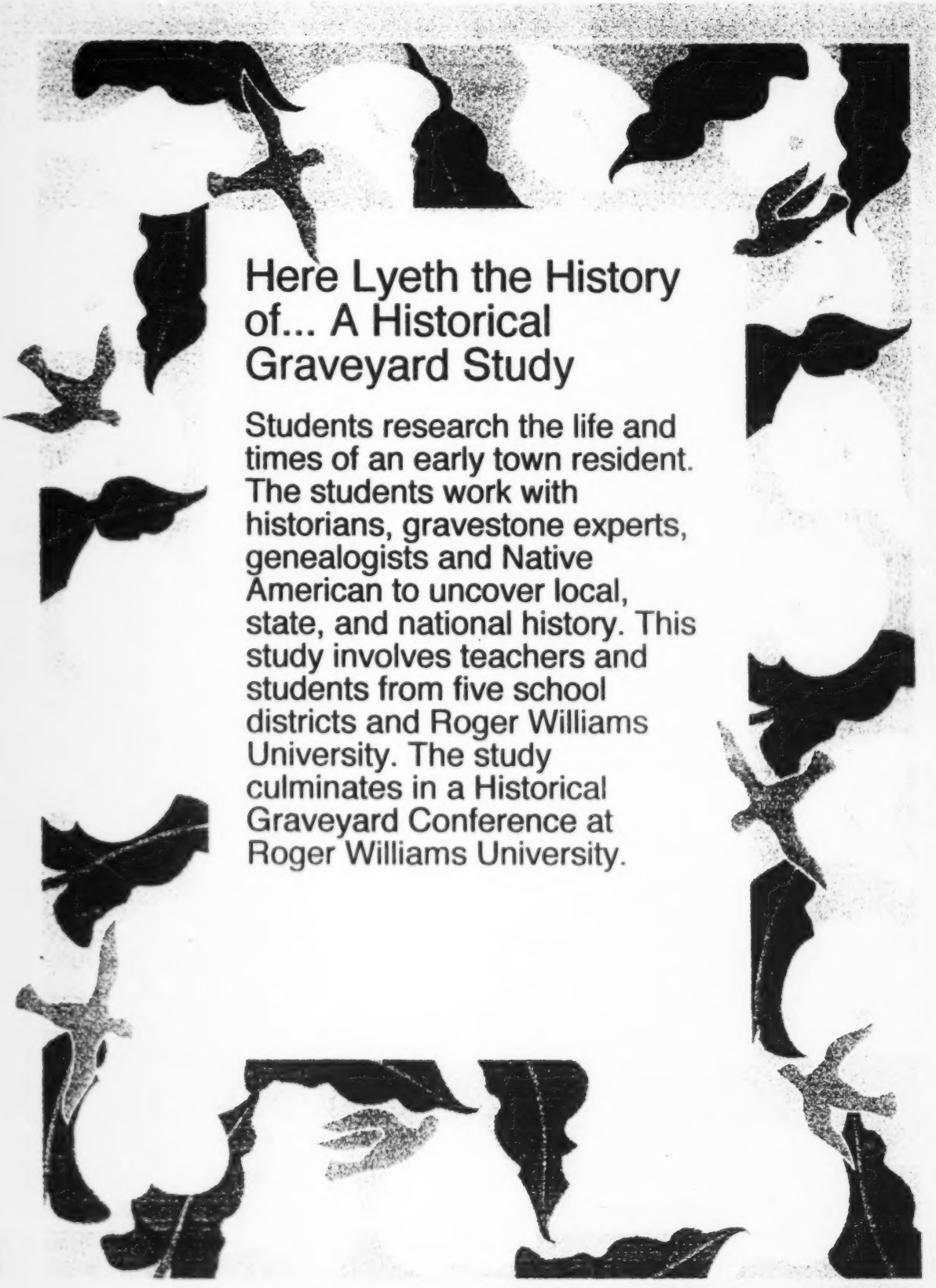

Here Lyeth the History of... A Historical Graveyard Study

Students research the life and times of an early town resident. The students work with historians, gravestone experts, genealogists and Native American to uncover local, state, and national history. This study involves teachers and students from five school districts and Roger Williams University. The study culminates in a Historical Graveyard Conference at Roger Williams University.

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Mock Trial

Each year students on the Mock Trial Team learn all aspects of a law suit that is provided by RI Legal Education. Students must prepare the case and be able to represent both the plaintiff and the defense. In two Mock Trial Competitions they meet other middle school teams in a real courtroom before a real judge. Students learn strategies from their lawyer and teacher coaches. They learn to think quickly on their feet, to develop oral communication skills, to plan strategies, to work as a team, and to listen keenly. This is a very popular course with the students!

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